Class Profile Matrix

**Providing Access to Instruction for all Students**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | [Changes in Timing  and Scheduling](http://www.cte.jhu.edu/courses/ClassProfileMatrix/CPM%20Supporting%20Textweb.htm#_Changes_in_Timing_and%20Scheduling)  How timing and scheduling  effect student performance | | | | | [**Changes in Setting**](http://www.cte.jhu.edu/courses/ClassProfileMatrix/CPM%20Supporting%20Textweb.htm#_Changes_in_Setting)  How the setting effects  student performance | | | [**Changes in Presentation**](http://www.cte.jhu.edu/courses/ClassProfileMatrix/CPM%20Supporting%20Textweb.htm#_Changes_in_Presentation_%20How%20inform)How information is  presented to the student | | | | | | [**Changes in Response**](http://www.cte.jhu.edu/courses/ClassProfileMatrix/CPM%20Supporting%20Textweb.htm#_Changes_in_Response)  How the student  demonstrates learning | | | | **Other** |
| **Extended time** | **Multiple or frequent breaks** | **Divide long term assignments** | **Time to learn tools** | **Transition in school environment** | **Location** | **Grouping** | **Access to technology** | **Adapted print materials** | **Alternative to print** | Hearing information | **Alternative to hearing spoken language** | **Studying / learning** | **Understanding information** | **Physical support for written response** | **Instructional support for written response** | **Alternative to written response** | **Support for spoken response** |  |
| **Students’ Names**  **& Strengths** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Mikayla** | **X** |  |  |  |  |  |  | **X** | **X** |  |  |  | **X** |  |  |  |  |  |  |
|  | **Provide wait time between instruction** |  |  |  |  |  |  | **Allow constant access to computer** | **Colored paper for organization**  **&**  **Daily calendar** |  |  |  | **Always provide graphic organizer** |  |  |  |  |  |  |
| **Johnathan** | **X** |  |  |  |  |  |  | **X** | **X** |  |  |  | **X** |  |  |  |  |  |  |
|  | **Always provide wait time** |  |  |  |  |  |  | **Allow constant access to computer** | **Motor skill difficulty**  **Provide large pencils and wide lined paper** |  |  |  | **Always provide graphic**  **organizer** |  |  |  |  |  |  |
| **Miguel** | **X** |  |  |  |  |  | **X** | **X** | **X** |  |  |  | **X** |  | **X** |  |  |  |  |
|  | **Always give wait time** |  |  |  |  |  | **Support from 1-1**  **Paraeducator during group activities** | **Text to speech software, access to computer, provide tape recorder for longer assignments** | **Motor skill difficulty**  **Provide**  **Large pencils and wide lined paper** |  |  |  | **Always provide graphic organizer** |  | **1-1 with para-educator or teacher during group discussion assignments** |  |  |  |  |
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